

18-X  
1938  
MARCH 1938

10,000

04402  
373.1909713  
059DE/C-He



ONTARIO

Department of Education

# Courses of Study

## Grades IX and X

### HOME ECONOMICS

### GENERAL and COMMERCIAL COURSES

---

Issued by Authority of  
The Minister of Education

Ministry of Education  
Historical Collection



# **COURSES OF STUDY**

**For**

**Grades IX and X (Forms I and II Lower School  
and Fifth Classes)**

**In**

**Collegiate Institutes, High, Vocational and Continuation  
Schools, and Public and Separate Schools**

## **HOME ECONOMICS**

### **GENERAL AND COMMERCIAL COURSES**

#### **Objectives**

1. To develop in pupils sound standards of living and an appreciation of the value of personal and social development.
2. To develop in pupils good judgment and the power of critical and creative thought as applied to their immediate problems.
3. To give pupils insight into and appreciation of the functions, values, and ideals of normal family life in a changing society.

The course should develop in the pupil a conception of homemaking as an undertaking in which all members of the family co-operate.

4. To give pupils a working knowledge of procedures and an opportunity to participate in activities related to personal problems and the management of the home.

#### **Suggestions for the Use of the Courses**

Each course contains an outline of the work to be covered. The teacher should prepare the details to be taught under each topic, using references, illustrative material, and other teaching aids in so doing.

As a guide to the teacher in preparing the details of the courses, the amount of time for each topic is suggested. The period referred to is the single period of an 8-period day. The number of periods assigned to each topic indicates its relative importance. Provision should be made for pupil activity throughout the courses and this practical work should occupy not less than two-thirds of the allotted time.

It is not necessary that the various topics of each course or the content of any one topic be taken in the order given, but the programme should be arranged in the order best suited to the needs and interests of the pupils.

Consideration of standards and appraisal of work should accompany all projects.

# GRADE IX

## HOME ECONOMICS COURSE

### THE GIRL AND HER HOME

#### I. Personal Appearance and Deportment: (Twenty periods.)

- A. Health—clothes, food, exercise, fresh air, sunshine, and sleep.
- B. Posture and Carriage.
- C. Grooming and its Practice.
  - 1. Cleanliness—body, hair, nails, and teeth.
  - 2. Clothing—appropriateness and care:
    - (a) suitable to individual, occasion, weather;
    - (b) repairs—fastenings, darns;
    - (c) routine practices—hanging, brushing, sponging; pressing, airing, folding;
    - (d) laundering—underwear, stockings, handkerchiefs.
- D. Manners—at home and in public.

#### II. Clothing: (Fifty-two periods.)

- A. Selection.
  - 1. Aesthetic value:
    - (a) interpretation of personality according to type and temperament;
    - (b) analysis of costume according to colour, line, and fabric, and its relation to the individual.
  - 2. Economic aspects:
    - (a) suitable to the needs of the wearer;
    - (b) original cost and upkeep;
    - (c) planning purchases based on present wardrobe;
    - (d) quality of garments.

#### B. Construction.

Simple cotton or linen problems related to the needs of the pupil; the selection to be made from the following:

- 1. For pupils who have had no previous instruction in sewing:
  - (a) pin cushion—including machine operation;
  - (b) uniform to be used in food preparation classes, including towel, potholder, hair band, and apron; machine operation to be emphasized.

NOTE: Where a suitable apron for a class uniform can be obtained at a reasonable price, the teacher may substitute one of the problems from (2).

- (c) collar and cuff set, or other similar problem selected by the teacher.



2. For pupils who have completed Grades VII and VIII Home Economics Course:

- (a) collar and cuff set, or other similar problem selected by the teacher;
- (b) slip, or night gown;
- (c) blouse;
- (d) shorts (underwear).

NOTE: In the construction of any of the problems mentioned above, the following details should be considered:

- (a) use of a commercial pattern—choice, interpretation, alteration;
- (b) choice of material—use, suitability, cost;
- (c) preparation of material—shrinking, straightening;
- (d) application of fundamental construction processes;
- (e) evaluation of finished problem in terms of standards.

### III. Crafts: (Eight periods.)

It is suggested that simple handicrafts which are in vogue and which meet the interest and ability of the pupil be taught during the class period. These may be completed at home or used as supplementary work during the term.

The following suggestions may help the teacher in her selection of problems.

knitting—face cloth, bag, bed-socks;  
weaving—belt, purse;  
crocheting—belt, place mat;  
darning or cross-stitch applied to huckaback linen.

### IV. The Background of Canadian Home Life: (Six periods.)

- A. Shelter, Food, and Clothing—types, development, methods of financing.
- B. Occupations—related to the home.
- C. Education—in the home, in the school.
- D. Community Life—for mutual benefit, pleasure.

### V. Home Responsibilities: (Eight periods.)

A. Work:

- 1. Participation in home tasks by individual members of the family.
- 2. Short cuts in the performance of tasks—selection and arrangement of equipment, correct working methods.

B. Time:

Benefits of a schedule—improved health, tasks efficiently and easily completed, more leisure available.

C. Income:

1. Sources—wages, work done in the home, public services, students' contribution;
2. General distribution and pupil's share in the use of family income.

D. Recreation:

1. Benefits to home and family life;
2. Forms of recreation for family participation.

**VI. Nutrition and Health:** (Eight periods.)

A. Nutrition problems of the family:

1. Importance and use of food;
2. Factors affecting energy needs;
3. Variations in the needs of the individual members of the family;
4. Importance of correct food habits in maintaining health.

B. Home responsibilities for Health and Nutrition:

1. Provision of good living and working conditions;
2. Prevention of contagion and infection by proper handling of food;
3. Observance of public regulations relating to health;
4. Recognition of and co-operation with school, industrial and other health agencies.

**VII. Meal Management:** (Fifty-eight periods.)

A. Consideration of the Family Meals:

1. Planning:

- (a) to meet the nutritional needs of each member of the family;
- (b) varied and pleasing food combinations;
- (c) the provision of economical meals;
- (d) to conserve time and effort in the preparation and service;
- (e) meals which may be prepared with the available equipment;
- (f) use of seasonable and readily available foods.

2. Food Purchasing:

- (a) standards for places of purchase;
- (b) cost of foods used in meal preparation;
- (c) etiquette in buying;
- (d) quantities and qualities of food;
- (e) division of money allowed for food.

3. Preparation:
  - (a) meals of good standard;
  - (b) economical use of food and prevention of waste;
  - (c) conservation of fuel;
  - (d) in a sanitary and orderly manner.
4. Serving:
  - (a) good standards in keeping with the family position;
  - (b) suiting method of service to the occasion.
5. Behaviour of members of the family:
  - (a) consideration of others to promote happiness in the family;
  - (b) maintenance of desirable social customs;
  - (c) meeting unfamiliar situations.
6. Hospitality:
  - (a) attitude toward entertaining guests;
  - (b) courtesy to guests;
  - (c) social customs of the home.

#### B. Food Preparation and Service:

1. Family meals—breakfast, luncheon or supper dishes:
  - (a) fruit—uncooked, cooked (fresh and dried);
  - (b) cereals—cooked and commercially prepared breakfast cereals, dessert cereals, toast, muffins;
  - (c) milk—beverages, desserts, cream sauce, cream soups;
  - (d) eggs—cooked in the shell, creamy eggs, poached eggs;
  - (e) vegetables—uncooked (salads), cooked (scalloped, vegetable plate), soup;
  - (f) meat and fish—suitable for the above meals—prepared as salads or scalloped, bacon.
2. Simple refreshments—for entertaining at home and for social events outside the home (sandwiches, hot and cold beverages).

#### C. Housekeeping Duties related to Meals:

1. Storage of food;
2. Care and cleaning of kitchen and dining-room;
3. Arrangement and care of flowers;
4. Care and laundering of aprons, linens, and towels.

NOTE: The divisions under the topic of "Meal Management" should be taken concurrently. "Consideration of the Family Meals" and "Housekeeping Duties related to Meals" will be the same for all pupils, but "Food Preparation and Service" should be modified for those who have not had Home Economics in Grades VII and VIII.

#### REFERENCE BOOKS FOR THE COURSE IN HOME ECONOMICS, GRADE IX

Six or more of each of the following (Latest Revision):

Balderston: Housekeeping Work Book—Lippincott.....	.60
Dean and Middleton: Junior Home Economics—Ryerson Press.....	.90
Everson: Practical Sewing—Ryerson Press.....	.50



Friend and Shultz: First Book in Home Economics—Appleton-Century.....	\$1.68
Greer: Foods and Homemaking—Allyn & Bacon.....	1.80
Jensen, Jensen, Ziller: Fundamentals of Home Economics—Macmillan.....	1.85
Moodie: Roughing It in the Bush—(Abridged Edition)—Nelson.....	.45
Kenyon and Hopkins: Junior Foods and Clothing—Sanborn.....	2.25

**One or more of each of the following (Latest Revision):**

Bailey: Meal Planning and Service—Manual Arts Press.....	1.80
Blount; Health—Allyn and Bacon.....	1.20
Butterick: The New Butterick Dressmaker.....	.25
Calvert: The New First Course in Homemaking—Turner E. Smith Co.....	1.44
Clark, Quigley: Etiquette Jr.—Lippincott.....	2.00
Coss: Girls and Their Problems—Ginn & Co.....	1.52
Dodd: Fiber and Finish—Ginn & Co.....	.80
Friend and Shultz: Clothing—Appleton.....	1.10
Friend and Shultz: Foods—Appleton.....	1.10
Gibson: On Being a Girl—Macmillan.....	1.60
Guillet: Early Life in Upper Canada—Ontario Publishing Co.	
Book I—Pioneer Settlements.....	.50
Book II—Pioneer Life.....	.50
Book III—Pioneer Social Life.....	.50
Matthews: The New Elementary Home Economics—Little, Brown.....	1.50
McCall: Dressmaking Made Easy—McCall.....	.25
Minter: Modern Needlecraft—Blackie & Son.....	4.75
Pattinson: Canadian Cook Book—Ryerson Press.....	1.75
Reeves, Trilling and Williams: Problems in Food and the Family—Lippincott.....	1.68
Rose: Feeding the Family—Macmillan.....	4.00
Ryan: Your Clothes and Personality—Appleton.....	1.72
Solandt: Highways to Health—Ryerson Press.....	1.00
Small: How to know Textiles—Ginn & Co.....	1.64
Trilling and Nicholas: The Girl and Her Home—Houghton, Mifflin.....	1.56
Vogue: Vogue's Guide to Practical Dressmaking.....	.30
Willard and Gillett: Dietetics for High Schools—Macmillan.....	1.40

## GRADE X

### HOME ECONOMICS COURSE

#### THE GIRL AND HER FAMILY

#### **I. Family Relationships:** (Eight periods.)

##### A. Services the Home provides for the Family:

1. Physical needs—shelter, food, clothing.
2. Early training and education.
3. Recreational activities.

##### B. Individual Contributions to good Family Relationships:

1. Loyalty to the family.
2. Recognition of rights of other members.
3. Co-operation in family activities.

#### **II. Clothing:** (Forty-eight periods.)

##### A. Selection:

1. The influence of historic costume on present day styles and fashions. This should be limited to the silhouette, or to one detail of costume such as the hat, shoes, dress, or skirt.



2. Suitability of design, material and colour of garment to:

- (a) individual;
- (b) season and climate;
- (c) occasion;
- (d) prevailing fashion.

3. Clothing needs:

- (a) evaluation of present wardrobe;
- (b) consideration of cost of additional garments in relation to the family clothing problem and to possible renovations.

4. Woollen and Linen materials:

- (a) fundamental characteristics;
- (b) weaves and staple materials;
- (c) combination of fibres;
- (d) value received compared with price paid.

#### B. Care of Woollen Garments:

1. Mending, patching, repair of—pockets, hems, seams, sleeves; also processes not taken in Grade IX.
2. Washing, sponging, pressing.
3. Removing spots made by sugar and grease.
4. Folding, hanging, storing.

NOTE: This work may be applied to clothing belonging to the pupil or other member of the family.

#### C. Construction.

1. Woollen garment: skirt, blouse, or simple dress from an old garment or from new material:

- (a) choice of design and material;
- (b) construction—preparation of material, selection and application of suitable seams, hem, neck and sleeve finishes, plackets, buttonholes, bands and belting;
- (c) emphasis on pressing throughout the construction of the garment.

2. Advanced linen or cotton problem:

Select one from the following:—pupil's blouse, pupil's dress, child's dress:

- (a) selection of material and design;
- (b) use of processes in this problem which have not been included previously in pupil's work—simple decorative stitches such as smocking, faggotting, cross-stitch.

### III. Crafts: (Eight periods.)

Embroidery applied to household accessories:

towels, dresser scarves, or place mats; using any of the following—hemstitching, darning, Swedish weaving, hemmed applique.

NOTE: In the planning and making of any of the projects listed above, careful consideration should be given to the selection of the design and colour as well as to good technique.

It is not necessary that the lessons should be taken consecutively for eight periods. After the pupil has shown that she has learned the process, the work may be completed within a specified time.

### IV. Care of the House: (Thirty-eight periods.)

#### A. Housework Schedule:

1. Planning of daily, weekly, and seasonal tasks.
2. Division of the work among the family.

#### B. Equipment and Materials for Cleaning: use, care and storage.

#### C. Cleaning of Rooms, Furniture, and Furnishings:

1. Care of floors, woodwork, windows, floor coverings, blinds, drapes, furniture, pictures, and ornaments.
2. Methods of eliminating unnecessary work and wear in the home.
3. Prevention and extermination of common household pests.

#### D. Home Laundry:

1. Mending and sorting of household linen and family clothing.
2. Soaking, washing, rinsing, tinting, and drying.
3. Ironing, folding, and storage.

#### E. Safety Measures in the House:

1. Prevention of fires, burns, falls.
2. Simple first-aid treatment of resulting injuries in the home.

### V. Care of the Pre-school Age Child: (Eight periods.)

#### A. Providing for cleanliness, sleep, fresh air, exercise.

#### B. Training, feeding and dressing of children.

#### C. Selecting suitable games and playthings.

#### D. Developing good habits.

### VI. Family Meals: (Fifty periods.)

#### A. Nutritional Needs of the Family:

1. Food nutrients—their source and function.
2. Planning and analysis of balanced menus.
3. Criticism of popular meals from the nutritional standpoint.

## B. Food Costs:

1. Cost of family meals.
2. Improving nutrition on the money allowance.
3. Economical meals.
4. Saving by careful storage of food.

## C. Organization in Meal Preparation:

1. Advance menu making and food purchase.
2. Work plans for meals.
3. Overlapping and short cuts in preparation.
4. Simplifying family meal service.
5. Family co-operation and responsibilities.

## D. Preparation and Use in Family Meals of:

1. Vegetable and cream soups; soup accompaniments.
2. Fresh, cooked fruit and vegetable salads; simple salad dressings.
3. Luncheon and supper dishes—plain and toasted sandwiches; cheese, egg, and left-over meat and vegetable dishes
4. Inexpensive meat and fish—broiled steaks, liver and bacon, sausages; stews, meat and fish loaves.
5. Cornstarch, custard, and gelatine desserts.
6. Muffins, tea biscuits, plain cakes.
7. Beverages made with milk or fruit; tea, coffee.

## E. Entertaining for Special Occasions in the Home:

1. Preparing and serving a birthday or holiday meal.
2. Duties of a hostess, junior hostess, or guest.

## REFERENCE BOOKS FOR THE COURSE IN HOME ECONOMICS, GRADE X

1. List of references given for Grade IX.
2. Additional references recommended as follows:

### Six or more of the following (Latest Revision):

VanDuzer and Others: Everyday Living for Girls—Lippincott.....\$2.00

### One or more of each of the following (Latest Revision):

Baker: Clothing, Selection and Purchase—Macmillan.....	\$1.60
Baldt and Harkness: Clothing for the High School Girl—Lippincott.....	1.96
Canadian Welfare Council, Ottawa—Pamphlets and Booklets.....	
Dennis: Living Together in the Family—American Home Economics Association.....	1.10
Harris and Huston: Home Economics Omnibus—Little, Brown.....	2.25
Harris and Lacey: Everyday Foods—Houghton, Mifflin.....	2.50
Henney and Byett: Modern Home Laundry Work Book—Dent.....	1.00
Hogarth: Modern Embroidery—Garden City Pub. Co.....	2.69
Jordon, Ziller and Brown: The Home and Family—Macmillan.....	1.80
Justin and Rust: Home Living—Lippincott.....	2.00
Lanman, McKay, Zuill: The Family's Food—Lippincott.....	1.68
Rathbone and Tarpley: Fabrics and Dress—Houghton, Mifflin.....	1.60
Trilling and Williams: Art in Home and Clothing—Lippincott.....	1.96
Bulletins, Pamphlets and Magazines.	

1. The first part of the report is devoted to a general survey of the situation in the country. It is followed by a detailed analysis of the economic and social conditions. The third part of the report is devoted to a study of the political situation. The fourth part of the report is devoted to a study of the cultural situation. The fifth part of the report is devoted to a study of the educational situation. The sixth part of the report is devoted to a study of the health situation. The seventh part of the report is devoted to a study of the housing situation. The eighth part of the report is devoted to a study of the transportation situation. The ninth part of the report is devoted to a study of the communication situation. The tenth part of the report is devoted to a study of the environment situation. The eleventh part of the report is devoted to a study of the international situation. The twelfth part of the report is devoted to a study of the future prospects of the country.